

School Safety Teams

Each school will be responsible for establishing and administering their own safety team. Each school will select a safety officer to administer their school's safety team. School safety teams will work in conjunction with the district safety team to create a safe work environment for all employees.

Goal

The goal of school safety committees is to get staff and administrators working together to prevent workplace accidents and injuries, and produce a safer and healthier workplace.

Meetings

- The safety team will have an equal number of employer-selected members and employee-elected (or volunteer) members. At least one school administrator will be a part of the school safety team.
- The safety team will meet (at a minimum) on a monthly basis.
- Safety meetings will be held on district time, and attendees will be paid at their regular rate of pay.
- Safety meetings will focus on reviewing inspection and accident records, and reviewing, investigating, and providing recommendations to any safety concern reports from school employees.

Minutes

- Safety meeting minutes will be retained by the school for a minimum of three years.
- Safety meeting minutes will be made available to all school employees.

Organizational Chart

The school will make available to all employees the organizational chart of members on the school safety team.

Bulletin Boards

The school safety team will maintain a bulletin board with all pertinent safety committee minutes, policies, communication plans, and safety committee organizational charts in a location that is accessible to all employees.

OSHA

OAR 437-001-076 ([OSHA](#)) governs the rules for workplace safety committees and safety meetings in Oregon, and is a good source of additional information.

- If you believe a school is not in compliance with the RSSL guidance you can file a named or confidential complaint with Oregon OSHA at 1-833-604-0884 or online.
- Except where it requires compliance and is labeled as “Required” and often indicated with a checkbox (☐), the Ready Schools, Safe Learners guidance is advisory and intended to provide school districts with information and best practices in delivering education services during the COVID-19 pandemic. Where the Ready Schools, Safe Learners guidance does not require a specific action by districts, districts may choose whether to consider or implement advisory information or recommendations labeled “Recommended” and often indicated with an arrow (⇒).
- As districts plan and implement the requirements included in this guidance, personnel should attempt to implement the requirements as written and will necessarily need to consider a continuum of levels of risk when some requirements cannot be fully accommodated. For example, maintaining physical distance (six feet apart from others) is best. There will be times when this is not possible based on a specific interaction or a physical space limitation. When it is necessary to adjust implementation of this guidance, take other steps to mitigate the challenge. Steps could include ensuring it is for a very short duration, ensuring handwashing before and after, avoiding touching your face, wearing additional PPE, teaching safe etiquette for coughing and sneezing, and/or using a facial covering.

North Star Elementary School

COVID-19 Safety Team Checklist

One of the guiding principles behind ODE's *Operational Blueprint* is to ensure safety and wellness. The decision to return to school is driven by health and safety considerations, and should create the conditions to support the mental, social, and emotional health of students and staff.

School safety teams will use this checklist to help ensure they are following the guidelines set out by the Oregon Department of Education (ODE), Oregon Health Authority (OHA), the Center for Disease Control (CDC), and the Occupational Safety and Health Administration (OSHA).

Updated 3/22/21

Summary of New Language In RSSL [Version 6.3.1](#) (March 22, 2021)

Based upon Center For Disease Control (CDC) [recommendation on March 19th](#) and after careful review by the Oregon Health Authority (OHA) and the Oregon Department of Education (ODE), the State of Oregon decided to allow three feet of physical distancing under certain conditions in schools.

Bend-La Pine Schools will now organize classrooms where students are separated by three feet when other safety measures are in place including masking, hand-hygiene, minimizing of shared materials, students facing in the same direction (when possible) and regular disinfecting of surfaces.

Six feet of social distancing, to the greatest extent possible, is the norm for most all other instances like staff-to-staff and staff-to-student interactions, in common areas like hallways, cafeterias, locker rooms, when eating, when rehearsing in music classes, when exerting themselves in physical activity, when entering/exiting the buildings, lining up and when interacting with other distinct cohorts.

NOTE: Room capacity limits as previously calculated using the 35 sq. ft./per person formula have been removed from RSSL. Note that 6 feet continues to be the threshold of "close contact" for exposure determination by public health, even for students when at least 3 feet of physical distance from other students is allowed.

Section 0a Returning to In-Person Instruction

Beginning January 1, 2021, the Health Metrics for Returning to In-Person Instruction shifted from a mandatory requirement to advisory recommendations. This allows local schools to collaborate with staff, local public health authorities, and community to consider a number of factors to make local determinations on when it is appropriate to shift to in-person instruction through an On-Site or Hybrid Instructional Model. These factors include, but are not limited to:

- County COVID-19 conditions as well as more localized health conditions,

- Readiness to meet the public health and safety requirements in sections 1-3 of this guidance,
- Staff capacity across instructional models,
- Impacts on student academic growth and success,
- Impacts on student physical and mental health, and
- Disproportionate impacts of COVID-19 and education under various models.

While the metrics are now recommendations only, they are important to consider to ensure a consistent and stable learning environment.

Note: While the use of the metrics has shifted to an advisory recommendation for districts and schools to consider at their discretion, no other element in this guidance has shifted from required to recommended in this update. And, the Ready Schools, Safe Learners guidance still includes several requirements that must be met for providing in-person instruction, including:

Required

- ✓ If your school is operating an On-Site or Hybrid Instructional Model, but is located in a county that does not meet the advisory metrics (Section 0b); not later than March 1, 2021, the school must offer access to on-site testing for symptomatic students and staff identified on campus as well as those with known exposures to individuals with COVID-19.
- ✓ If your school is operating an On-Site or Hybrid Instructional Model, but is located in a county that does not meet the advisory metrics (Section 0b), the school must provide a Comprehensive Distance Learning Instructional Model option for students and families that choose to remain off-site. For schools and districts that are required to comply with all sections (0-8) and supplements to this guidance, the remote option must comply with the requirements of the Comprehensive Distance Learning Instructional Model. The school or district may determine the most beneficial way to staff this option, through partnership with other schools or ESDs or with staff who may be at more risk from COVID-19 or through other means.
- ✓ If your school is operating an On-Site or Hybrid Instructional Model and is located in a county that meets the advisory metrics (Section 0b), work with families to serve all students, even those in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.

ADVISORY Metrics for Returning to In-Person Instruction Through the On-Site or Hybrid Model Version 1/19/2021

- ✓ Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with this guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs.
- ✓ Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format.
- ✓ Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.

Communication & Training (1a, 1e, 1f)

- ✓ We have a bulletin board that is centrally located for all staff to view ODE safety requirements, guidelines.
 - Blue tag board in the staff lounge.
- ✓ Staff understand questions/concerns about:
 - Our school's overall safety plan implementation should be made to your site's safety team for resolution.
 - Staff understand to follow [this flow chart](#) for questions/concerns about COVID-19 safety issues.
 - An individual's (student/staff/visitor) lack of adherence to safety practices should be made to your principal for resolution. If concerns still persist, human resources will assist with staff issues, student issues will be addressed by the most appropriate building personnel (SPED, nurses, behavioral coaches, counselor) and we advise that visitor issues be taken up with the appropriate level leader.
 - Clarity about ODE blueprint guidelines can be made to Paul Dean
 - Health related matters can be addressed by your school nurse, Angelina MIngus.
 - Presumptive or confirmed COVID cases are to be directed to Tami Pike via the office staff.
- ✓ All staff have been informed on the function of the school safety team, know who the safety team members are, and are aware of the most up-to-date guidelines from ODE, OHA, and the school district leadership.
 - This will be shared via the staff memo weekly as all staff have access to this document. A review will be completed as needed at the regularly scheduled all-staff meetings.
- ✓ Building principals will work with the Director of Communications & School Safety, Julianne Repman, to distribute letters to staff/families in the event of a presumptive or confirmed COVID-19 case.
- ✓ Staff understand the symptoms of COVID-19.
 - This is reviewed daily in the staff check in process under the "Acknowledgement Section".
 - This was included in the staff memo prior to October 5, start date of K-3 Hybrid and reviewed at the staff meeting as needed.
- ✓ Staff understand the district's policy and guidance for staying home from work if they have tested positive or have symptoms of COVID-19.

- Staff have been informed not to enter the building if they cannot acknowledge the lack of COVID symptoms on check in form. They have also been instructed to contact the office staff if they are unable to enter the building due to COVID symptoms.
- The office staff will contact Tami Pike.
- ✓ All staff have viewed the COVID-19 training video
 - This was verified again on October 1.
- ✓ Staff have been reminded to use the [Return To School website](#), the [COVID-19 staff portal](#) and [Bend-La Pine Schools Ready Set Learn Communications Guidance for COVID-19 Positive Cases](#) to stay up-to-date on the district latest information
- ✓ Staff are aware that this school safety plan is uploaded to the [Return To School website](#) and viewable by the public

Contact Tracing (1a)

- ✓ We have all required contact tracing logs.
 - Student logs will be stored in Synergy and accurate in-person attendance.
 - Staff will use a digital check in / check out system with only one entrance and exit. Staff will identify cohort interactions via digital checkout system.
- ✓ We have a system for maintaining and storing logs for at least four weeks.
 - Synergy logs and attendance are stored at the district level.
 - This check in system is stored in our office Google account and access has been provided to Tami Pike, district nurse.
- ✓ We are quickly able to provide our Local Health Authority with tracing logs for students and staff when requested.
- ✓ Who is the person managing the student synergy reports and who will work directly with Tami to pass along the student logs to Deschutes County Health

Patti Brinkley-Widmer	Secretary / Registrar	patti.brinkleywidmer@bend.k12.or.us	541.408.4849
Name	Position	Email	Cell phone number

- ✓ Who is the person managing the staff cohort lists, staff digital logs at your building and who will work directly with Tami to pass along the logs to Deschutes County Health

Marie Ewing	Office Manager	Marie.Ewing@bend.k12.or.us	541.797.4315
Name	Position	Email	Cell phone number

Physical Distancing (1c, 2f)

- ✓ Staff have been informed to maintain six feet of physical distancing (when feasible).
 - Each room has a maximum occupancy sign posted which has been calculated based upon the 35 square feet of space per student/staff in each space.
 - Physical distancing signage is posted throughout the school.
 - We have physical distancing markings on floor space (where appropriate).
- ✓ We have trained students and staff on physical distancing guidelines.
 - Staff have been trained via the district wide COVID 19 Mandatory Training.

- Staff will be trained at an all meeting on September 30 around all safety guidelines.
- ✓ We have taken precautions to limit the amount of time spent standing in lines by students?
 - Bus Arrival: Students will travel directly to their classrooms via the exterior classroom door. They will be trained on arrival practices.
 - Drop Off: Parents stay in the car pull up to cones with grade numbers. Students will travel directly to their classrooms via the exterior classroom door. They will be trained on arrival practices.
 - Dismissal: Students will travel directly to the pick up area via the exterior classroom door. Students will be released to the bus from their classroom via the interior main commons and gym. They will be trained on dismissal practices.
 - PE: Students will enter via the Main Commons door (across from the Media Center) and exit via the hall door (near the Custodial Office).
 - Music: Students will enter via the east door and exit via the west door.
 - Recess:
 - A1-A6: Exit via the exterior classroom door in intervals to maintain social distancing requirements, Enter via exterior classroom door, lining up and entering the room while maintaining social distancing requirements (Social distance “stars” will be visible outside each exterior door).
 - C1-C6: Exit via the exterior classroom door in intervals to maintain social distancing requirements, Enter via exterior classroom door, lining up and entering the room while maintaining social distancing requirements (Social distance “stars” will be visible outside each exterior door).
 - Ms. Gembarowski’s Classroom: Exit via the exterior classroom door in intervals to maintain social distancing requirements, Enter via exterior classroom door, lining up and entering the room while maintaining social distancing requirements (Social distance “stars” will be visible outside each exterior door).
 - Lunch: Student hot lunch will be delivered to the classroom daily.
 - Intervention Groups: Enter via classroom door, lining up if necessary and entering the intervention room while maintaining social distancing requirements (Social distance markers will be visible outside each intervention room door). Exit via the classroom door in intervals to maintain social distancing requirements.
- ✓ We redirected our traffic flow (one-way when possible) to maximize physical distancing.
 - Floor decal markers to be displayed showing the direction of travel within all interior paths of the school.
 - “Stay to the right” will be the common language used. Signs will be posted at designated locations.
 - Stairwells will place arrowed decals to the far right of each entrance and landing areas so that 6 feet social distance can be maintained.
 - Office hallway passage will be 1 person at a time. Signs and pre-teaching will be utilized for this interior location.

- ✓ We have staggered students accessing common areas (like hallways and the cafeteria) to small cohorts.
 - Staff will monitor to assure only one class at a time is traveling in the wing common areas.
 - Main Commons will have directional signage and paths of travel will be at least 6 feet apart.
- ✓ We are prepared to make accommodations for students/staff that need additional support and have communicated this publicly.
- ✓ We are minimizing interaction between students in different stable cohorts.
 - Cohorts Identified Below
 - Tamarack
 - Kindergarten
 - Grade 1
 - Grade 2
 - Grade 3
 - Grade 4
 - Grade 5
 - Bathroom Use: Students will only use the bathroom located in their wing or the closest restroom when in PE, Music or Recess. Teachers will only send one student per classroom to the bathroom at one time. Recess duty staff will only send one student to the bathroom at a time. Students from recess will use the A-Wing bathroom. If the bathroom is full students will be trained to wait on “waiting” spots that are placed six feet apart.
 - Main Common Area: Main Commons will have directional signage and paths of travel will be at least 6 feet apart.
 - Wing Common Area: Staff will monitor to assure only one class at a time is traveling through this area.
 - Cafeteria: Students will eat in the classrooms for breakfast and lunch. Breakfast and lunch will be delivered to classrooms.
 - Recess: This will be staggered by cohorts. Therefore only one cohort will be on the playground at a time. Each cohort will have a different toy bin. Each toy bin will be sanitized in the evening along with the playground structures.
 - Classrooms: We have arranged student desks and other seat spaces so that staff and students’ physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person.
- ✓ Design recess activities that allow for physical distancing and maintenance of stable cohorts.
 - Recess periods will be separated by cohorts
 - Equipment bins will be identified for each cohort.
 - School Day Recess: Playground equipment will be sanitized between cohort use.
- ✓ Outdoor Learning Spaces: Consider utilizing outdoor spaces, common areas, and other buildings in planning. ODE has provided supplemental guidance to support Learning

Outside. This guidance document has also been revised to support increasing learning opportunities outdoors.

Outside Learning Space Defined

Outside learning space means an open-air space, or a structure with at least 75% of the area of its sides open for airflow. For a school to offer multiple outdoor learning spaces there must be sufficient space to accommodate the number of students and staff in any outside learning space with 6 feet of separation between all students and staff, a natural or artificial barrier separating the spaces, separate drop-off and exit sites, separate bathroom and handwashing facilities, and separate food distribution centers. Separate learning spaces should not have any mingling of individuals between the spaces.

- If implementing Learning Outside guidance, *establish an outside learning space for learning that maintains a minimum 35 square feet per person.*
 - *Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible.*

Cohorts (1d)

- ✓ Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.
- ✓ Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.
- ✓ Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.
- ✓ Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.
 - Cohorts Identified Below
 - Tamarack
 - Kindergarten
 - Grade 1
 - Grade 2
 - Grade 3

- Grade 4
- Grade 5
- ✓ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week.
- ✓ We will adhere to the Limited In Person Instruction (LIPI) guidelines outlined [here](#)
- ✓ The average range of our cohort sizes within our school during hybrid instruction
 - Tamarack - 7
 - Kindergarten - 38
 - Grade 1 - 51
 - Grade 2 - 34
 - Grade 3 - 57
 - Grade 4 - 41
 - Grade 5 - 44
- ✓ We have maximized the best practice of rotating teachers of specific academic content to cohort locations and keeping students in one classroom as much as possible.
- ✓ We will adhere to the cohort requirements of:
 - limited in-person: 1.) no more than 10 students at a given time, 2.) students cannot be part of more than two cohorts (including transportation) in any given week. 3.) any one staff member cannot interact with more than 3 cohorts in a given day, and five in a week. 4.) The absolute number of students who can be in the building any given week is 250.
 - in-person instruction: Student cohorts will not exceed 100 people within the educational week.
- ✓ What is the average range of your cohort sizes within your school during hybrid instruction?
 - Tamarack - 7
 - Kindergarten - 38
 - Grade 1 - 26
 - Grade 2 - 27
 - Grade 3 - 28
 - Grade 4 - 21
 - Grade 5 - 22
- ✓ What is the average range of your cohort sizes within your school during all-in?
 - Tamarack - 7
 - Kindergarten - 38
 - Grade 1 - 51
 - Grade 2 - 34

- Grade 3 - 57
- Grade 4 - 41
- Grade 5 - 44

Public Health Communication and Training (1e)

- ✓ The definition of exposure (updated) is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day
- ✓ Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols (see section 8b for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.
- ✓ Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e) exposure
- ✓ Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.

1f. Entry and Screening

- ✓ Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff. Self-screening of adult staff members can be efficient but also problematic if not held to the highest of standards and building a culture where staff don't sign-in when they have symptoms that should have them staying or working from home.

Visitors/Volunteers (1g)

- ✓ Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the [COVID-19 Exclusion Summary Guide](#).
- ✓ Staff understand the guidelines/policies around visitors/volunteers. This will be clarified when volunteers are allowed at North Star Elementary School.
- ✓ For the time being, no visitors or volunteers are allowed beyond the lobby/main office. The district is working on protocols to address which visitors and volunteers will be allowed beyond the welcome lobby/main office during our COVID restrictions.
- ✓ We will log visitors/contractors/itinerant staff for contact tracing.
- ✓ Contractors/authorized visitors will be required to wear face coverings, be screened for COVID symptoms, maintain 6 ft distancing, and wash hands upon entry and exit.

- ✓ We have communicated out to staff and families that teacher conferences, meetings (with parents and between staff) should be maximized through videoconferencing or telephone calls.

Face Coverings, Face Shields and Clear Plastic barrier (1h, 2n)

- ✓ Face coverings are required for all students in grades kindergarten and up, along with all staff. Certain accommodations for medical needs or disability are noted in the guidance below. Student or family refusal to wear appropriate face covering for a values-based reason then dictates that educational needs be met through Comprehensive Distance Learning. Staff refusal to wear appropriate face coverings should be addressed according to established school or district processes.
- ✓ In October 2020 it was established that people without symptoms can spread the virus that causes COVID-19, and this is a significant contributor to person-to-person spread. Face coverings decrease the spread of COVID-19 as “source control” of a contagious person’s respiratory secretions. Use of face coverings does not change physical distancing requirements. In addition, evidence continues to suggest that airborne transmission plays a role in the spread of COVID-19, via exposure to small droplets and aerosols that contain the virus and can linger in the air for minutes to hours. This means the virus may be able to infect people who are farther than 6 feet away from the person who is infected, especially in enclosed indoor spaces, when people are shouting, singing or exercising, and when air ventilation is suboptimal.
- ✓ Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.
- ✓ Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.
- ✓ Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance
- ✓ Students who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering during On-Site instruction must be provided access to instruction. Comprehensive Distance Learning can and should be provided when this decision is values-based. However, additional provisions do apply to students protected under ADA and IDEA.
- ✓ ⁸ Additional resources for mask wearing: COVID-19: Teaching a Child with Autism How to Wear a Mask or Face Covering, Masks Toolkit, Cloth Face Coverings for Children During COVID-19, Oregon Pediatric Society “Mask Up Oregon Kids”

Personal Protective Equipment PPE (1h)

- ✓ We have enough face coverings and face shields for staff and students. However, we encourage families to send a facemask with their student each day.

Marie Ewing, Office Manager, and/ or Angelina Mingus, School Nurse, will order when supplies get low. Be sure to specify type A, B or C style face shield or disposable mask. * Order from the distribution center at PPESupplies@bend.k12.or.us

Isolation and Quarantine Protocols (1i)

- ✓ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the COVID-19 Exclusion Summary Guide.
- ✓ Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation.
- ✓ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
- ✓ The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.
- ✓ [Bend-La Pine Schools Ready Set Learn Communications Guidance for COVID-19 Positive Cases](#) is our guiding document for addressing symptomatic, presumptive and positive COVID-19 situations
- ✓ Staff understand the protocols for exclusion and isolation of sick students and colleagues whether identified at the time of bus pick up, arrival at school or at any time during the day.
- ✓ School nurses have trained staff on your school's isolation and quarantine protocols and the use of medical grade PPE.
- ✓ Your school's isolation rooms have been identified and equipped to handle staff/students displaying COVID-19 symptoms. Our isolation room is located in the main office.

Attendance (2b)

- ✓ For On-Site Instructional Models, including learning outside, the ODE's prior attendance and reporting practices are unchanged and meet the requirements described in this section and can be informed by the recommendations presented.

Hand Hygiene (2d, 2f, 2g)

- ✓ All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.
- ✓ We have adequate handwashing stations and/or hand sanitizer (with 60-95% alcohol) dispensers easily accessible near all entry doors and other high-traffic areas.
- ✓ We are only using approved hand sanitizer from the district's custodial supply.
- ✓ We have protocols (and signage) in place to ensure students and staff are washing their hands or using approved hand sanitizer prior to eating meals/snacks, after recess or using playground equipment, and using the restroom.

- ✓ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
- ✓ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.
- ✓ Staff who interact with multiple stable cohorts will wash/sanitize their hands between interactions with different stable cohorts.

School Specific Functions/Facility Features (2d,2f, 2g)

- ✓ Steps have been taken to cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.
- ✓ Students will be discouraged from bringing personal property to school (school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner. Because BLS will close bottle-filling water stations, we decided that refillable water bottles are okay if they are labeled with a student's name.
- ✓ Personal Property: Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).
- ✓ Design recess activities that allow for physical distancing and maintenance of stable cohorts.
- ✓ Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings.
- ✓ Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.
- ✓ We have partnered with our building's BEA and/or OSEA reps to verify that any new responsibilities related to cleaning, supervision and/or student lunches don't conflict with collective bargaining agreements around breaks and preps times.

Arrivals/Dismissals (2e, 2f)

- ✓ Stable cohorts will arrive and depart at predetermined entry/exit locations at the school.
- ✓ Staff have been trained in symptom screening. (cough, fever of greater than 100.4°F, chills, shortness of breath, difficulty breathing)
 - Morning Bus and Car Arrival:
 - Students in the west wing classroom will enter through the west gate and students in the east wing classrooms will enter through the east gate. They will be led by a staff member, who will monitor social distancing while the students are walking to their classroom exterior doors. At the classroom door, the student will have their Covid Screening from their teacher.
 - Students in the east upper wing will enter the building through the following doors:

- 4th grade students will arrive through the east gate and walk to the north (back) doors of the east wing and enter via the north (back) doors. They will walk directly up the stairs to their classroom.
- 5th grade students will enter through the east gate and enter the east facing playground doors. They will walk directly up the stairs to their classroom.
- Notes:
 - Bus: A staff member will unload students from the bus and walk them to the appropriate gate and direct them to their classroom door. Social distancing will be maintained during the bus unloading process and along the path towards the classroom.
 - Parent car/walk drop offs will start at 7:40 a.m. Students will be dropped off and walk to the appropriate gate. Parents must stay in their car and students must exit the car immediately.
- Dismissal:
 - Bus: Each Classroom teacher will walk his/her class out to the bus, following a specific route to keep students socially distanced. We will stagger the dismissal in the order of 5,4,3,2,1, K to minimize students passing each other in the isles.
 - Walk and Pick Up: The teacher will lead the students to their grade level pick up area.

Cleaning and Disinfecting (2j, see the Bend-La Pine Schools [COVID-19 Cleaning and Disinfecting Plan](#))

- ✓ We are only using approved cleaning products from the district's custodial supply.
- ✓ We will work to ensure that cleaning/disinfecting products are not being brought in from outside the custodial supply.
- ✓ We will partner with custodians and maintenance staff to ensure that proper ventilation circulation is in place.
- ✓ Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with [CDC guidance](#).
- ✓ Facilities will be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces
- ✓ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) will be maintained between multiple student uses, even in the same cohort.
- ✓ Fans *will* not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.
- ✓ Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed).

- ✓ Questions about cleaning and disinfecting should be made first to your head custodian, then Walt Norris and lastly Terry Cashman.

Meal Service/Nutrition (2h)

Young children are not a significant source of spread of COVID-19 . This section provides requirements and recommendations to mitigate risk of COVID-19 transmission during mealtime. Staff supervising mealtime should always wear a face covering and maintain at least 6 feet of physical distance while students are eating and wash hands or use an alcohol-based hand sanitizer after mealtime. Staff should avoid eating with one another in common areas to the greatest extent possible, as this has proven to be a significant source of spread of COVID-19 in workplaces.

- ✓ Meal services/nutrition staff have been involved in planning for school reentry that includes the following:
 - Breakfast will be delivered to the classroom.
 - Lunch will be served in the classrooms
 - Next day meals will be delivered to classrooms

Required

- ✓ Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible.
- ✓ Students and staff must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after.
- ✓ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. Students will eat at their desks.

Recommended

- ✓ Determine alternate locations (e.g., classrooms, outdoors) for eating meals to reduce crowding in cafeterias and provide ventilation (see section 2j).
- ✓ Consider alternatives so that adults can eat independently, rather than in shared spaces.
- ✓ Young students often need help opening containers and packages. Take steps to eliminate or reduce the need to help students while they are eating.
- ✓ Be sure that school meals are fully accessible to students (e.g. open packages) before they are provided to them.
- ✓ Communicate to families that send a meal to school that they need to ensure the meal is packaged in a way that is accessible to their child, so that they may eat independently.

Transportation (2i)

Required

- ✓ Face coverings for all students, applying the guidance in section 1h to transportation settings. This prevents eating while on the bus.

- ✓ Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.

2j. Cleaning, Disinfection, and Ventilation

Required

- ✓ *Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort.*

School Emergency Procedures and Drills (2m)

- ✓ We are ensuring all emergency drills required by law, (ORS 336.071 and OAR 581-022-2225) are taking place.
- ✓ We will train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.
- ✓ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.
- ✓ We are ensuring that at least 30 minutes in each school month is used to instruct students on the emergency procedures for fires, earthquakes, and safety threats.
- ✓ We plan to carry out drills as closely as possible to the procedures that would be used in an actual emergency (even during CDL and Hybrid models of instruction).
- ✓ If on a hybrid schedule, we will conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).
- ✓ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.
- ✓ We plan to conduct the required safety drills virtually during CDL instruction (including the month of September).
- ✓ Marie Ewing will report the completion of our drills to the district office (Marsha Baro).

3. Response to Outbreak

Protocol for Notifying Local Health Authority of Confirmed COVID-19 Cases (3b)

- ✓ Staff know that in addition to the traditional manner of report sick leave/absences, a building principal, direct supervisor and/or office manager are required to fill out the Staff Absence Form when a staff member indicates that their absence is COVID-19 related (they are exhibiting high or low risk COVID-19 symptoms, have tested positive for COVID-19, or had a close contact to a positive COVID-19 case) so that our school nurses will follow up with them. For all other non-COVID-19 leave, staff will report the absence in the traditional manner.

5b. Instructional Models

- ✓ All schools should be prepared for Comprehensive Distance Learning in the event of emergency closure, in response to an outbreak, or in the case where the local decision is made to operate in CDL based on advisory health metrics.

5f. Instructional and Extra-Curricular Activities Requiring Additional Considerations

- ✓ Visual and Performing Arts (Update coming soon)

7. Mental, Social, and Emotional Health

- ✓ ODE has created a new mental health toolkit as a primary resource for districts.

Resources

[Return To School website](#)

[COVID-19 staff portal](#)

Bend-La Pine Schools Emergency Operations Plan (EOP) - [Emergency Operations Plan](#)

Standard Response Protocols (Lockdown, Lockout, Shelter, Evacuate) - [Standard Response Protocols](#)

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